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ABSTRACT

This teaching guide for a tobacco education curriculum at the fifth-grade level is a part of a coordinated K-12 educational support program for reducing smoking. It includes a tobacco curriculum matrix for grades K-12, sample teaching methods, concepts and objectives for grades 4-6, and a resource list. The basic instructional concepts for the fifth-grade level focus on helping students: (1) feel good about themselves to enable them to make decisions with confidence; (2) become responsible for setting personal goals to protect their physical health; (3) identify the adverse effects of smoking on physical health; (4) recognize the economic impact of the tobacco industry in the United States; and (5) understand the psychological and sociological factors affecting their decisions about smoking. Objectives, teacher information, worksheets, and learning activities for each concept are provided. Additionally, the appendices list the addresses of the New York county units of the American Cancer Society, the American Lung Association, and the American Heart Association. (Author/NRB)

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HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION

TOBACCO EDUCATION CURRICULUM

GRADE FIVE

The University of the State of New York/THE STATE EDUCATION DEPARTMENT

Bureau of Drug Education

Albany, New York

1979

CG 014407

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

This curriculum was developed for the following purposes:

1) as a reference for schools in planning a coordinated K-12 educational support program for reducing smoking as a part of the Regents Action Plan to Reduce Drug Abuse.

2) as an outline of content and methods for schools to use in implementing the requirements of Education Law, Section 804 and Commissioner's Regulations regarding Health Education, Section 135.3, as they relate to tobacco education programs.

3) as a manual for the teacher to use in planning and in the classroom.

The curriculum is designed sequentially within a particular grade, as well as from grade to grade. All concepts and objectives are considered basic and essential, although leeway is provided in selection of actual activities used. Many activities and objectives are not exclusively in the domain of tobacco education; thus the time required for their use would be appropriately allocated from integrated subject areas - for example: alcohol and other drug abuse; mental health; cardiovascular health and physical fitness; general health and safety; reading, writing, spelling and speech; social, developmental and decision-making skills; visual arts; civics; and science.

Prior to publication, the curriculum was assessed by 152 elementary and secondary teachers in 17 urban, suburban and rural school districts in New York State. Suggestions made by pilot teachers were considered in preparing the final manuscript.

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PREFACE

Our most clearly preventable health problems are those resulting from the use of tobacco. Yet, although most people now recognize the health risks of smoking, many people who use tobacco find it just too difficult to change this habit.

The best approach to preventing the health problems caused by tobacco use is clearly to prevent the formation of the tobacco habit. This must be a process that begins with young children and continues until adulthood, involving not only what the child knows about the effects of tobacco use on the body, but also the child's feelings, values, attitudes, self-awareness, behavior patterns and skills; involving not only the classroom, but also other places where the child is influenced to smoke or not to smoke - the school, the community and the home.

A school tobacco education program should have the following characteristics:

1) It should be provided within the context of the comprehensive health education program, taught in the elementary grades by the classroom teacher and in the secondary grades by a certified health teacher.

2) Program objectives should emphasize the factors that influence people to smoke (e.g., self-image, values, decision-making) rather than the nature and effects of tobacco and smoking.

3) Activities should be designed to involve students in their own learning, helping them become responsible for planning and conducting their own lives.

4) It should be a continuous, sequential program that supports healthy attitudes and decisions based upon information acquired from the earliest grades through senior high school.

5) Program content beyond the primary grades should present a balanced view of the issues; as students mature they will recognize the complexity of the economic and social aspects of the tobacco industry, the smoking habit and of smoke-polluted air.

6) It should be articulated with a written school smoking policy developed with input from students and lay members of the community, as well as school faculty and health education professionals.

7) It should involve parents and the community to the fullest extent possible.

8) The instructors for the program should make sincere efforts to set examples for their students.

This curriculum is unique in several aspects:

1) It provides a basic instructional program rather than an exhaustive collection of possibilities. Only essential concepts and objectives have been identified. Activities have been selected for variety, ease of use by the teacher, and for their direct relevance to essential objectives. A special effort has been made at both levels to design activities that integrate with other subject areas, e.g., English, art, social studies, music, math, science and physical education.

2) It combines the expertise of specialists in humanistic and values education with specialists in tobacco education and in curriculum design and development. The purpose of this approach is to provide suppport for the practice of cognitive learnings through enhancing self-image, self-understanding and coping/decision-making skills.

3) It is basically self-contained. Most materials needed are readily available in the classroom; most audiovisuals are available for free loan from voluntary agencies; teacher references are few and moderately priced; worksheets and patterns are provided.

4) It is possible for most elementary and health education teachers to use this curriculum directly in their classrooms without the need for an inservice training program or for a local committee to become involved in rewriting to adapt the material to local needs. (An inservice training program for teachers, administrators and community health professionals could, however, improve the quality of the smoking education program.)

It is important that teachers form the habit of identifying, contacting and working with community professionals and agencies. The products of coordinated school-community efforts far surpass what any teacher can achieve in a classroom. Such programs provide for a free exchange of experience, information and materials; an extension of learnings into real life situations; practical experiences for students that give them a sense of achievement, of belonging to the community and of responsibility for community health; and increased understanding of and support for school programs.

TOBACCO CURRICULUM MATRIX

MAJOR CONCEPTS / GRADES	KINDER-GARTEN	FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH	JUNIOR HIGH	SENIOR HIGH
I. Self-Image, Self-Knowledge and Values									
1. Self-Image	X	X	X	X	X	X	X	X	X
2. Self-Awareness	X	X	X	X	X	X	X	X	X
3. Awareness of Others	X	X	X	X	X	X	X	X	X
4. Value One's Health	X	X	X	X	X	X	X	X	X
5. Personal Responsibility for Health	X	X	X	X	X	X	X	X	X
II. Tobacco Knowledge and Issues									
1. Safety Hazards Related to Tobacco Use		X		X					
2. Importance of Clean Air		X	X	X					
3. Immediate Effects of Tobacco Use		X	X	X	X	X	X	X	X
4. Rights of Nonsmokers and Smokers		X	X	X	X	X	X	X	X
5. Tobacco Habit			X	X	X	X	X	X	X
6. Effects of Smoking on Athletic Performance				X	X	X	X	X	X
7. Long-Range Effects of Tobacco Use				X	X	X	X	X	X
8. Psychological and Social Factors of Tobacco Use				X	X	X	X	X	X
9. Tobacco Advertising					X	X	X	X	X
10. Tobacco and U.S. Economy					X	X	X	X	X
11. U.S. Government Roles						X	X		X
III. Coping Skills									
1. Communications Skills	X	X	X	X	X	X	X	X	X
2. Decision-Making Skills	X	X	X	X	X	X	X	X	X
3. Decisions About Tobacco Use		X	X	X	X	X	X	X	X
4. Alternatives to Tobacco Use							X	X	X
5. Quit Smoking								X	X

A SAMPLING OF TEACHING METHODS

The methods you use in your health teaching will make all the difference between classes that are boring, lifeless and without meaning, and classes that are exciting -- classes that will get the students actively interested in learning and doing things that will give them the facts they should know and, at the same time, help them to develop a realistic attitude toward health.

A variety of methods will make it easier to adapt to individual differences among students; emphasis should be on the quality of each method rather than on quantity. No one method or procedure will fit all occasions. A method that you find helpful in one learning situation may not work at all in another.

The following teaching methods are offered as a pedagogical assortment from which you may choose to adapt those best suited to your own talents and to the classes you teach.

BRAINSTORMING

Can be used to teach students to respect and build on their own and others' creative abilities and to acquire the experimental frame of mind necessary for effective problem-solving. Brainstorming can often bring out some very useful suggestions as well as increase the students' involvement in learning.

1. Introduce the topic of brainstorming. It can be described as a first step in problem-solving - a method for getting out the maximum number of ideas for consideration. Emphasize that the only rule is to spill out ideas as quickly as possible, without discussion of your own thoughts or the thoughts of others.
2. Divide class into random groups of three to five students. Each group should have paper and pencil or pen. Have each group select a recorder.
3. Instruct the groups to think of as many things as they can that the class does in a day. The recorder lists these on the paper.
4. Give the groups ten minutes to record their ideas. (If any groups lose steam ahead of time, encourage them to keep trying).
5. Ask each group to choose its two most important ideas to be shared with the entire class.
6. Post the lists so that everyone can see how many ideas emerged in a short time.
7. Select a planning committee to combine ideas.

Followup:

Ask the class the following questions:

1. Was this a good way to get people to listen to your ideas?
2. Did many good ideas come out?
3. Can you think of other times we might use this method of sharing ideas in the class?

FISH BOWL

The Fish Bowl can be used when there is a problem in the class, to generate ideas or to solve a problem or moral dilemma. All the students have an opportunity to get involved, to have their say, to hear how others perceive the situation and decide on a mutually acceptable solution in an orderly, democratic fashion.

a) Ask for six volunteers to sit in a circle with one extra chair.
b) The rest of the class stands or sits around the outside of the circle.
c) Only the six volunteers can discuss the problem and say whatever they want to say.
d) Students on the outside who wish to say something must sit in the extra chair and wait to be recognized by one of the others in the fish bowl. Once recognized, he/she can say whatever he/she wants to add, clarify or question, then must vacate the chair for someone else.

Possible problems that could be solved using this activity include cheating, stealing, loyalty, breaking rules, interfering with the rights of others.

DISCUSSION

Discussion has several purposes: to develop interest in a new topic; to test understanding, concepts and experiences; to exchange opinions and viewpoints; to develop critical thinking, critical listening, and clear discourse; and to facilitate awareness of misleading, irrelevant, and false statements.

Either the teacher or a qualified student may take the leadership role in initiating and facilitating discussion. The teacher should respect each student's beliefs and encourage the expression of personal opinions while also encouraging him/her to listen carefully and thoughtfully to the views of others. The teacher should accept rather than judge statements that are emotionally based, question erroneous statements and make authoritative references available to the students.

LECTURE-DISCUSSION

This term is used to cover a wide range of presentations, combined with discussion. Encouraged within it are presentations not only by the teacher, but also tapes, films, television, or similar forms of communication. A presentation by the teacher, by an outside resource person, or by a student can help to arouse interest in a subject and set the stage for discussion, problem-solving or other types of activity. Case materials, unfinished stories, and critical issues may be handled in this way. Lecture-discussion teaching should be used only where it is the best method to handle a particular objective, since it involves the student in only a limited way.

CONFLICT RESOLUTION/PROBLEM-SOLVING

Learning to resolve a conflict situation between individuals, an individual and a group, or between groups, without sacrificing one's identity, self-respect or control over one's life can be one of the most important life skills anyone can learn. To arrive at a solution to a conflict which allows everyone involved to feel satisfied, and that is mutually agreed upon, one must learn how to communicate without demeaning another.

An excellent five-step process is discussed in Personalizing Education: Values Clarification and Beyond. (See Materials List for Grade One and above.) Briefly, the five-step process to Conflict Resolution is:

Step 1. State the Problem: Participants state the problem as they see it and how they feel about it without blaming, criticizing, judging or shaming.

Step 2. Define the Specifics of the Problem: Participants then note the points of agreement and disagreement.

Step 3. Brainstorm All Possible Solutions: Participants contribute as many ideas as possible to how the conflict may be resolved, to create awareness that there may be a number of ways to deal with the problem.

Step 4. Identify the Consequences: Participants select the most suitable situations from the list they brainstormed and outline the consequences of each.

Step 5. Choosing a Solution: Finally participants evaluate suitable solutions and consequences and agree on one solution that is acceptable to all.

This process can be used in any conflict situation, role-play situation or real life conflict to help students learn decision-making skills.

ROLE PLAYING

Students assume different roles and improvise dialogue as they act out a problem situation. Role play provides an excellent method for helping students learn about their own attitudes and behaviors and find new ways of dealing with problems. As a followup to a role-play activity, discuss what occurred in the role play and how everyone felt about the interactions. This method may be used in small groups, or with one small group role-playing before the class.

DRAMATIZATION

Students act out stories, dramas, skits or situations written by a teacher, student or author. Dramatization is used to illustrate how other people have dealt with different problems or situations. As a followup to this activity discuss what happened, student reactions and what they might have done differently from the characters in the drama. This method is best used as a supplement to other forms of instruction and should be selected and evaluated on the basis of its educational potential, not its entertainment value.

PLAYS AND STORIES

A group writing project may include an entire class. Students should be given a pertinent theme; the play or story should teach a concrete lesson in a practical situation. Acting out the plays or stories provides additional experiences geared toward the learning goals.

SELF-CONSTRUCTED VISUAL AIDS

Aside from providing a useful outlet for creativity and originality, self-constructed visual aids enliven instruction and help clarify, simplify, emphasize, interpret, and reinforce learnings. Symbolic representation of data may be used through charts, tables, diagrams, maps, graphs, posters, cartoons, dioramas, mobiles, and combinations of these. Charts, tables, graphs, and maps are effective in disseminating information in a compact form, while posters and cartoons, by their potential emotional impact, justify their use in the classroom because of their potential influence on attitudes.

EXPERIMENTS AND DEMONSTRATIONS

Experiments may be performed by students or demonstrated to the class by the teacher. Preplanning includes choosing scientifically sound experiments that are in line with the purpose of the lesson and with the maturity of the students; obtaining necessary materials and equipment; and anticipating questions about the results.

SURVEYS

Each step in planning and carrying out a survey has potential educational value. Individuals, committees, or the entire class may conduct surveys. Ideally, a survey should lead to action if the results show that action is needed. This ideal may not always be realizable in the classroom situation, but awareness of community needs is at least sharpened. A survey involves preplanning, collecting, analyzing, interpreting and evaluating data and reporting the findings to the class.

The teacher's role is to guide the students so that they will secure the information they are seeking and interpret and evaluate it correctly. If oral or written questionnaires are used, the teacher's help may be needed to ensure clarity and ease of administration and tabulation. When community facilities are visited, proper prearrangements should be made and a followup thank you letter sent. If students plan to evaluate their findings, care should be taken that the criteria used are sound.

(Note: If a sophisticated study is planned, it is suggested that teachers use school and/or community expertise in sampling, analyzing and interpreting information.)

INTERVIEWS

Whereas surveys usually cover relatively large numbers of people or a variety of facilities, interviews are a learning technique in which a small number of selected individuals are questioned on a specific topic. Teacher assistance and direction may be necessary to help with the formulation of questions to be used.

RESEARCH

Some students may need broad experience in searching for answers to questions and problems. Encyclopedia research should be minimized; pupils instead should be aided and encouraged to visit community institutions, to interview experts, and to read, analyze and interpret the research of authorities.

CONCEPTS AND OBJECTIVES FOR GRADES 4-6

FOURTH GRADE

CONCEPT I:

The development of a positive self image enables the student to make carefully considered decisions regarding risk-taking behaviors.

OBJECTIVES

1. The student will be able to verbalize his/her emotions.
2. The student will be able to verbalize feelings about him/herself.
3. The student will practice communication skills for expressing his/her needs and feelings.
4. The student will publicly affirm his/her beliefs when faced with a moral dilemma.
5. The student will participate in group discussions on risk-taking behaviors.
6. The student will relate risk-taking decisions to possible consequences.
7. Given a risk-taking situation, the student will be able to verbalize his/her judgement after considering possible alternatives and consequences.
8. The student will discuss ways of handling situations where a decision must be made that conflicts with his/her judgement.
9. The student will use a decision-making process appropriate to his/her needs.

CONCEPT II:

Responsibility for safeguarding one's own health is essential for a long and healthy life.

OBJECTIVES

1. The student will explain why it is important to value one's health.
2. The student will discuss the importance of taking actions based upon information known.
3. The student will identify behaviors people engage in even though they may have unhealthy consequences.
4. The student will list things he/she can do to protect his/her health.
5. By developing a health profile, the student will set personal goals for protecting his/her body.

CONCEPT III:

Smoking has immediate effects on the body, but it is the long-term effects of smoking that cause poor health and disease.

OBJECTIVES

1. The student will list health problems which are related to smoking.
2. The student will research the effects of smoking on health.
3. The student will conduct experiments demonstrating the effects of smoking on health.
4. The student will be able to prove scientific facts about smoking through demonstrations.
5. The student will express concern about the health problems of others around him/her.

6. The student will publicly affirm personal attitudes about smoking.
7. The student will participate in the education of parents and community on the hazards of continued smoking.

CONCEPT IV:
Smoking involves social and economic factors.

OBJECTIVES
1. The student will be able to list the various influences in our society which cause people to start smoking.
2. The student will evaluate the benefits of smoking as portrayed in tobacco advertising.
3. The student will draw conclusions about the specific appeals in selected advertisements of tobacco products.
4. The student will be able to calculate the costs of cigarette use over a period of time.
5. The student will calculate the money that can be saved by not smoking.
6. The student will explore the economic contribution of the tobacco industry to the State and to the Nation.

CONCEPT V:
Smoking or not smoking is a personal choice one must make.

OBJECTIVES
1. The student will list and discuss the influences which may cause young people to start smoking.
2. The student will list and discuss the influences which keep him/her from starting to smoke.
3. The student will identify the habit-forming characteristics of smoking.
4. The student will be able to discuss the role that family and friends play in determining their decision to smoke.
5. The student will be able to recognize that people continue to smoke despite the continued warnings of health hazards.
6. The student will publicly affirm his/her beliefs about smoking.

FIFTH GRADE

CONCEPT I:
Feeling good about him/herself enables a student to make a decision with confidence.

OBJECTIVES
1. The student will be able to verbalize the meaning of "feeling good about myself."
2. The student will describe secure and insecure feelings.
3. The student will list possible causes of insecure feelings.
4. The student will explore ways to handle insecure feelings.
5. Given a moral dilemma, the student will be able to verbalize his/her judgement considering the alternatives and consequences.
6. The student will explore how to learn from his/her mistakes.
7. Confronted with a decision, the student will be able to analyze the factors involved.
8. The student will publicly affirm and act on his/her beliefs.

CONCEPT II:

Responsibility for setting personal goals for protecting one's body is important for a long and healthy life.

OBJECTIVES

1. The student will explore how health-related decisions depend upon knowledge of facts and attitudes.
2. The student will record observations about his/her health habits.
3. The student will involve his/her family in the assessment of his/her present health and in setting future goals.
4. The student will set personal goals for his/her health.
5. The student will state reasons for the body's need for exercise to maintain or restore health.
6. The student will explore the types of exercise in which people participate.
7. The student will research the effect of smoking on athletic performance.
8. The student will describe the roles that exercise can play in maintaining one's health.

CONCEPT III:

Smoking has an adverse effect on the health of the smoker.

OBJECTIVES

1. The student will review six body systems and their functions.
2. The student will explore methods for obtaining scientific documentation regarding the health hazards of smoking.
3. The student will be able to explain the significance of the relationship between tobacco consumption and cardiorespiratory diseases.
4. The student will list and briefly describe specific cancer-producing agents in tobacco.
5. The student will describe decisions that can be made to maintain or restore health.

CONCEPT IV:

The tobacco industry has considerable impact on the economy of the U.S.

OBJECTIVES

1. The student will explore the history of tobacco production and use in the U.S.
2. The student will identify the tobacco-producing states.
3. The student will calculate the contribution tobacco makes to the U.S. economy.
4. The student will be able to discuss the economy of the tobacco industry.
5. The student will identify the conflicts between the tobacco industry and health experts.
6. The student will gather and present information on the expenditures for tobacco product advertising compared to the expenditures to discourage smoking.

CONCEPT V:

The decision to smoke is largely determined by psychological and sociological factors.

OBJECTIVES

1. The student will analyze the social and psychological influences that motivate young people to begin smoking.
2. The student will be able to explain why smoking is habit-forming.
3. The student will evaluate the psychology of advertising in relation to smoking.

4. The student will judge when it is appropriate to conform or not to conform to the influences of society.
5. The student will practice handling situations in which a decision is made that conflicts with his/her personal judgement.
6. The student will show respect for the attitudes and beliefs of other people.

SIXTH GRADE

CONCEPT I:
Smoking has immediate and long-term effects on the body.

OBJECTIVES
1. Through research, the student will document the health hazards of smoking.
2. The student will list chemicals which are toxic and cancer-producing in tobacco smoke.
3. Through research, the student will relate tobacco use to the development of cardiorespiratory diseases.
4. The student will discover that smoking has immediate effects on the body systems.

CONCEPT II:
Many factors are involved in one's personal decision to smoke or not to smoke.

OBJECTIVES

1. The student will analyze the social and psychological influences that motivate a young person to start smoking or not to start smoking.
2. The student will be able to discuss how sociological trends have led to an increase in young smokers.
3. The student will publicly affirm and act on his/her beliefs regarding tobacco use.
4. Given a moral dilemma, the student will demonstrate an ability to deal with conflicting attitudes about smoking.
5. The student will state the rights of nonsmokers and how they can conflict with rights of smokers.
6. The student will practice communicating how he/she feels to someone who smokes in his/her presence.

CONCEPT III:
The United States government has a responsibility in the production, sale and use of tobacco.

OBJECTIVES
1. The student will determine the role of tobacco revenues in the United States economy.
2. The student will determine the cost of smoking to an individual and to society.
3. The student will discuss the inconsistency of the government's support of both tobacco production and education to discourage tobacco use, as well as medical services to care for those who become ill due to smoking.
4. The student will determine the pros and cons of a ban on tobacco use.
5. The student will state the reasons for the health warning on cigarette packs and cigarette advertisements.
6. The student will be able to give three examples of provisions that are (or could be) included in legislation for regulating smoking in public places.

CONCEPT IV:

An individual can have a happy and productive life without cigarettes.

OBJECTIVES

1. The student will discuss the meaning of "feeling good about myself."
2. The student will be able to identify possible causes of secure and insecure feelings.
3. The student will develop and discuss ways to contend with insecure feelings.
4. The student will explore types of physical exercise in which people can participate throughout life.
5. The student will demonstrate interest in maintaining or restoring good health by exploring ways a regular exercise program may be included in his/her future goals.

MATERIALS LIST

GRADE FIVE

The following materials are suggested as resources for the curriculum. Some of these must be ordered early and most are free. It is suggested that the resources be ordered far enough in advance to assure reservation of films and delivery of materials when needed.

TEACHER RESOURCES - The following materials are examples of references that provide further background or more detailed information. Their acquisition is optional.

AFFECTIVE EDUCATION:

Canfield, Jack and Wells, Harold C. 100 Ways to Enhance Self-Concept in the Classroom. A Handbook for Teachers and Parents. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976. Price. $6.95.

Chase, Larry. The Other Side of the Report Card: A How-To-Do It Program. Santa Monica, CA: Goodyear Publishing Company, 1975. Price: $9.50.

Galbraith, R. E. Moral Reasoning: Teaching Strategies for Adapting Kohlberg to the Classroom. Minneapolis, MN. Greenhaven Press, 1976. Price: $5.95.

Howe, Leland W. and Howe, Mary Martha. Personalizing Education: Values Clarification and Beyond. New York: Hart Publishing Company, 1975. May be ordered from the National Humanistic Education Center, 110 Spring Street, Saratoga Springs, NY 12866. Price: $5.95.

SMOKING AND HEALTH:

"Chart Book on Smoking, Tobacco and Health." Order from National Clearinghouse for Smoking and Health, 5600 Fishers Lane, Rockville, MD 20857. Refer to HEW Publications No. (CDC) 76-8718.

"Exercise Your Way to Fitness and a Healthy Heart," "E is for Exercise," "Smoking and Heart Disease." Order from your local Heart Association. Single copies free. Charge for large quantities.

The Smoking Digest: Progress Report on a Nation Kicking the Habit. National Cancer Institute, Office of Cancer Communications, Bethesda, MD 20014. Free.

HEALTH EDUCATION:

Greenberg, Jerrold S. Student-Centered Health Instruction: A Humanistic Approach. Reading, MA: Addison-Wesley Publishing Company, 1978. Price: $6.95.

Scott, Gwendolyn D. and Carlo, Mona W. On Becoming A Health Educator (Second Edition) Dubuque, IA: Wm. C. Brown company Publishers, 1979. Price: $5.95.

CLASS RESOURCES:

Book: LeShan, Eda, What Makes Me Feel This Way? New York: Collier Books, Division of Macmillan Company, 1974. Price: $1.50.

ORDER TWO MONTHS IN ADVANCE.

Film: Take Joy and Teacher's Guide. Order from the American Cancer Society, New York State Division, 6725 Lyons Street, P.O. Box 7, East Syracuse, NY 13057 or call (315) 437-7025. Free on loan.

Film: Huffless, Puffless Dragon. Order from the American Cancer Society as above.

Film: Breathing Easy. Order from your local Lung Association or write American Lung Association of New York State, 8 Mountain View Avenue, Albany, NY 12205. Free on loan.

ORDER ONE MONTH IN ADVANCE.

Pamphlet: "As you Live, You Breathe." Order one copy per student from your local Lung Association. Free.

Chart: "The Respiratory System." Order one copy per student from your local Lung Association as above. Free.

Pamphlet: "Smokers and Nonsmokers." Order one copy per student from your local Lung Assocation as above. Free.

Chart: "The Circulatory System." Order one copy per student from your local Heart Association. Check current charge.

GRADE 5 CONCEPT 1

CONCEPT: Feeling good about him/herself enables a student to make a decision with confidence.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will be able to verbalize the meaning of "feeling good about myself." 2. The student will describe secure and insecure feelings. 3. The student will list possible causes of insecure feelings. 4. The student will explore ways to handle insecure feelings. ACTIVITY 1: Have students complete the following unfinished sentences: a) I feel good when ... b) Five things I do very well are ... c) Two famous people I would like to spend a day with are ... because they ... ACTIVITY 2: Student of the Week The teacher and class will list on the chalkboard positive qualities describing a student. A variation: Teacher lists the positive qualities and by secret ballot the class guesses the student's identity. ACTIVITY 3: Have students bring in several photographs of themselves and discuss in a small group the feelings they portray or the feeling the student remembers when the picture was taken. ACTIVITY 4: As a creative writing exercise, have students complete the statement "I am proud to be me because ... ."	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 5: Brainstorm: I feel secure when ... I feel insecure when ... List on the chalkboard. Discuss. ACTIVITY 6: Draw or collect pictures from magazines and newspapers illustrating feelings. Display on bulletin board. ACTIVITY 7: Have students, individually or in small groups, create a collage or mobile with the theme "Security" or "Insecurity." Share with the class and display. ACTIVITY 8: As a creative writing assignment OR class discussion describe: How you feel when you are ... a) put down b) ridiculed c) criticized d) ordered e) made to do something you've never done before f) preached to g) left out As a followup have students describe what they could do to feel better in any of the above situations.	MATERIALS: magazines/newspapers scissors tape MATERIALS: pictures paper scissors string glue cardboard
OBJECTIVE: 5. Given a moral dilemma, the student will be able to verbalize his/her judgement considering the alternatives and consequences.	

GRADE 5 CONCEPT I

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 1: Develop a moral dilemma in which there are obvious choices to be made. Brainstorm and list alternatives, discuss and list possible consequences. Ask students to make a choice based upon their feelings. Divide into groups to discuss and reinforce decisions. Share outcome with the total group. Use "probe questions" for stimulating moral reasoning. Followup by having students resolve the dilemma as a writing experience.	TEACHER RESOURCE: Moral Reasoning: Teaching Strategies for Adapting Kohlberg to the Classroom, by D. E. Galbraith.
OBJECTIVES: 6. The student will explore how to learn from his/her mistakes. 7. Confronted with a decision, the student will be able to analyze the factors involved. ACTIVITY 1: Have students volunteer experiences in which they made a mistake. List these on the chalkboard. Discuss the consequences of mistakes. ACTIVITY 2: Distribute Worksheet 1, "Experience Chart," to students. Have students list: mistakes they have made or that others have made; what they would have done differently; and what they learned from the mistakes. Small groups may discuss their charts. ACTIVITY 3: Set up a "Dear Abby" column in the classroom. Have students write questions on 3 x 5 cards and post them on a bulletin board. Then have students pretend they are "Abby" and write responses to the questions. After responses are written, divide class into small groups to discuss their answers. Variations: Student role-play or create a hotline to respond to "Dear Abby" letters.	MATERIALS: Worksheet 1 TEACHER RESOURCE: Personalizing Education: Values Clarification and Beyond, by Leland W. Howe and Mary Martha Howe.
OBJECTIVE: 8. The student will publicly affirm and act on his/her beliefs.	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 1: Have students keep a Value List of all the things they do in a 1-2 week period. The list may include the following topics: a) Things I prize about myself b) Things I prize about my classmates c) Things I'd like to buy d) Things I especially like to give others e) Things others can give me that I prize f) Things I prize that I have made Have students write a paragraph on "I learned that ..." or share lists in small groups and discuss.	
ACTIVITY 2: Provide students with Worksheet 2. Have students fill in the boxes. Share and compare responses in small groups. Encourage students to write down and share some of the things they learned about themselves.	MATERIALS: Worksheet 2

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WORKSHEET 1

EXPERIENCE CHART

MISTAKES I HAVE MADE	WHAT I WOULD DO DIFFERENTLY	I LEARNED THAT ...

WORKSHEET 2

FILL IN THE BOXES.

	FEMALE HERO(es)	MALE HERO(es)	SPORTS STAR(s)	MOVIE/TV STAR(s)	ROCK GROUP(s)	SINGER(s)	AUTHOR(s)	FICTIONAL CHARACTER(s)	POLITICAL LEADER(s) (PAST/PRESENT)	SOMEONE ELSE I ADMIRE
My favorite now										
My favorite 2 years ago										
My best friend's favorite										
My mother's favorite										
My father's favorite										
My teacher's favorite										
What I admire about my favorite										
How I would like to be more like my favorite										
How this person came to be my favorite										

GRADE 5 CONCEPT II

CONCEPT: Responsibility for setting personal goals for protecting one's body is important for a long and healthy life.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVE: 1. The student will explore how health-related decisions depend upon knowledge of facts and attitudes.	
ACTIVITY 1: Will the Real (Mr.) (Miss) X Please Stand Up? This activity provides students with the opportunity to identify their personality traits by openly looking at themselves. Place a collection box on a table. Distribute Worksheet 3 for students to complete. Have students fold completed worksheets in half twice and drop in the box. Shake Box. Have volunteer pick one worksheet and read out loud. Have students try to guess person described. As a person's name is called, have him/her sit at the front of the room. When up to five names have been guessed, stop guessing and call a vote. When voting is completed ask "Will the Real (Mr.) (Miss) X Please Stand Up?" (Note: It may help for teacher to introduce activity with sample answers demonstrated on the chalkboard.)	MATERIALS: Worksheet 3, "Will the Real ..." collection box
ACTIVITY 2: Ask students to bring in a newspaper. Spend time reading the headlines. Cut out a few brief health-related human interest articles to post on a bulletin board entitled "Decisions, Decisions." As a total group, discuss a wise or unwise decision made in one of the articles. Divide into small groups. Write a short, group reaction describing another choice, or validating the one made. As a followup, have students write their own news articles about a decision and the consequences.	MATERIALS: magazines/newspapers scissors tape/staples
OBJECTIVES: 2. The student will record observations about his/her health and health habits. 3. The student will involve his/her family in the assessment of his/her present health and in setting future goals. 4. The student will set personal goals for his/her health.	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 1: Using Worksheet 4, conduct a survey of the class to assess the following: weight, height, illness, sight, hearing, sleep, eating habits, exercise, energy level Invite the school nurse to talk to the class and do some of the test required for Worksheet 4. Have each student record his/her own results on the Health Chart. Information on immunizations and illnesses can be done at home, involving the family. Teacher may want to have a large Class Health Chart.	MATERIALS: scales ruler sight and hearing testing equipment Worksheet 4, Health Chart
ACTIVITY 2: Have students break into small groups with their completed Health Charts to discuss and compare their results. Teacher may find that a large number of students have a similar "problem." To create a constructive discussion use the "Fish Bowl" to allow students the opportunity to find the possible alternatives that are open to them. (Note: See Section A Sampling of Teaching Methods, at the beginning of this guide for a discussion of the Fish Bowl technique.)	MATERIALS: completed Health Charts from Activity 1
ACTIVITY 3: Help students develop personal health goals to improve or maintain their health. Post the goals around the Class Health Chart or on a bulletin board.	
OBJECTIVES: 5. The student will state reasons for the body's need for exercise to maintain or restore health. 6. The student will explore the types of exercise in which people participate. 7. The student will research the effect of smoking on athletic performance. 8. The student will describe the roles that exercise can play in maintaining one's health.	

WORKSHEET 3

WILL THE REAL MR/MISS X PLEASE STAND UP?

(IN RELATION TO:)	DRESS	PERSONALITY	BEHAVIOR	HEALTH
I FEEL THAT				
MY FRIENDS THINK THAT I				
MY PARENTS THINK THAT I				
I WISH THAT I				

WORKSHEET 4

HEALTH CHART

NAME _____ DATE _____

DATE OF BIRTH _____

I WEIGH _____.

MY HEIGHT IS _____.

MY SIGHT IS _____.

MY HEARING IS _____.

I HAVE _____ ENERGY.
(too much, not enough, enough)

I GET _____ HOURS SLEEP A NIGHT.

THINGS I DO FOR EXERCISE ARE: _____.

I EXERCISE _____ DAILY _____ EVERY WEEK _____ ONCE IN A WHILE.

ILLNESSES I HAVE HAD _____

_____

_____

I EAT

_____ TOO MUCH JUNK FOOD

_____ BETWEEN MEALS

_____ LOTS OF VEGETABLES AND FRUITS

_____ CEREALS, BREADS

_____ BALANCED MEALS

_____ ENOUGH DAIRY PRODUCTS - MILK, CHEESE, COTTAGE CHEESE, ETC.

_____ OTHER _____

_____

_____

LEARNING ACTIVITIES

ACTIVITY 1:

In small groups, have students make a collage, scrapbook, or poster from magazine and newspaper pictures of their favorite sport activities and/or other forms of exercise.

Share these collages with the class. Discuss why they selected these physical activities.

ACTIVITY 2:

Brainstorm the benefits of exercise. List on the chalkboard.

Discuss how regular exercise:

a) improves blood circulation throughout the body
b) helps the heart, lungs and other organs and muscles work more efficiently
c) helps an individual handle stress and tension
d) bolsters enthusiasm and optimism
e) helps promote relaxation and sleep
f) can help control weight
g) may help the body use fats and sugars more efficiently

ACTIVITY 3:

Have small groups of students interview people who participate in a regular exercise program and believe that smoking has an adverse effect on athletic performance. Examples:

jogger, runner	school nurse	gym teacher	athlete
family doctor	paramedic	policeman/fireman	yoga instructor

ACTIVITY 4:

Have students compare the effects of different kinds of exercise on the pulse rate, as follows:

a) Sit for 5 minutes; record pulse for last minute.
b) Walk for 5 minutes nonstop; record pulse and compare.
c) Sit for 5 minutes, recording pulse again.
d) Jog for 5 minutes nonstop; record pulse and compare.
e) Check pulse every 2 minutes after jogging until pulse rate returns to pre-exercise pulse rate. Discuss.

RESOURCES

MATERIALS:
paper
magazines
newspapers
scissors
glue/tape

TEACHER RESOURCES:
"Exercise Your Way To Fitness and A Healthy Heart"
"E is for Exercise"
"Smoking and Heart Disease"
(American Heart Association)

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 5: Invite a doctor, physical educator, or jogger to discuss exercise and the effects of smoking on performance. ACTIVITY 6: Set up a committee of students to talk to coaches about smoking and what they tell their athletes about smoking. Be sure to interview coaches from both girl's and boy's sports.	

SAMPLE BINGO CARD*

B	I	N	G	O
MUSCULAR SYSTEM	TRACHEA	RESPIRATORY SYSTEM	BONES	VERTEBRAE
FOOD	NERVOUS SYSTEM	VEINS	MUSCLES	LUNGS
NERVES	SKELETAL SYSTEM	FREE CHOICE	ALVEOLUS	DIGESTIVE SYSTEM
BRONCHI	ARTERIES	INTESTINES	CIRCULATORY SYSTEM	BLOOD
OXYGEN	ESOPHAGUS	STOMACH	HEART	BRAIN

* For others, switch word locations.

INTESTINES	OXYGEN	RESPIRATORY SYSTEM	TRACHEA
MUSCLES	NERVES	SKELETAL SYSTEM	VEINS
MUSCULAR SYSTEM	NERVOUS SYSTEM	STOMACH	VERTEBRAE

ALVEOLUS	BLOOD	CIRCULATORY SYSTEM	DIGESTIVE SYSTEM
ARTERIES	BONES	ESOPHAGUS	FOOD
BRONCHI	BRAIN	HEART	LUNGS

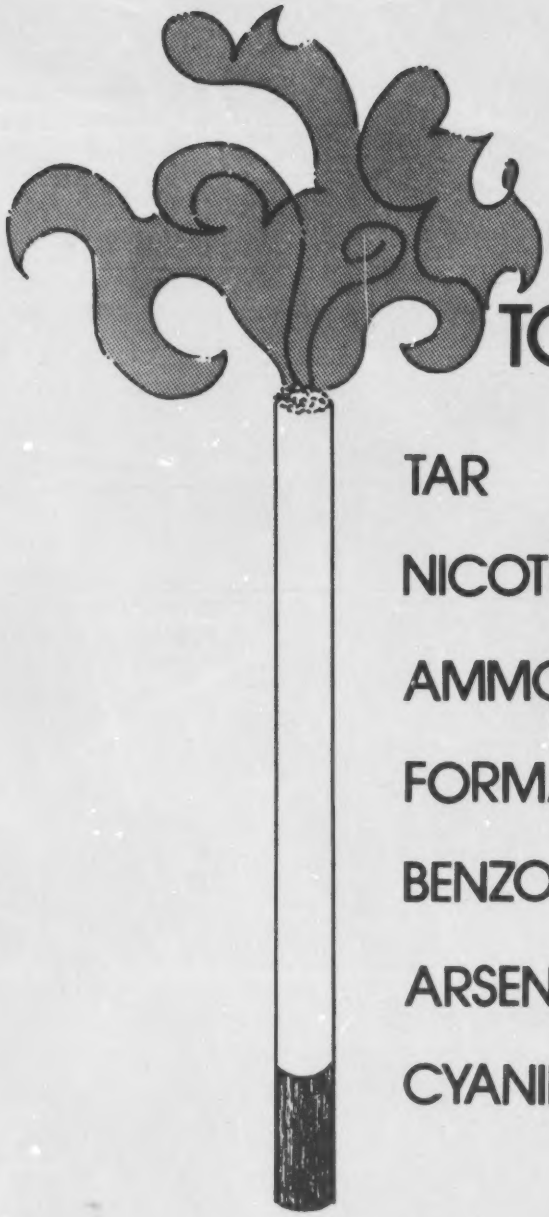
GRADE 5 CONCEPT III

CONCEPT: Smoking has an adverse effect on the health of the smoker.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will review six body systems and their functions. 2. The student will explore methods for obtaining scientific documentation regarding the health hazards of smoking.	
ACTIVITY 1: Show the film "Take Joy" available from the American Cancer Society. Using the transparency included in the "Take Joy" Teacher's Guide, review the body systems and their functions with the students.	MATERIALS: Film: "Take Joy" (American Cancer Society)
ACTIVITY 2: In six small groups, have students outline one student's body on a large sheet of paper, and draw and color one of the body systems. Have students label and describe the system. Share with the class.	MATERIALS: 6 large sheets of paper crayons/markers
ACTIVITY 3: Using the patterns provided, construct a Bingo game for a review of the body systems and parts. Make Bingo cards and call cards from construction paper, and laminate. Make markers.	MATERIALS: construction paper markers paper patterns
ACTIVITY 4: Ask for volunteers from class to contact the local units of the American Cancer Society, American Heart Association, American Lung Association and other health groups (AMA, county health departments, etc.) for information about the effects of smoking on health. With the pamphlets and posters provided by these groups, make a bulletin board entitled "Smoking Hurts My Health."	

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 3. The student will be able to explain the significance of the relationship between tobacco consumption and cardiorespiratory diseases. 4. The student will list and briefly describe specific cancer-producing agents in tobacco.	
ACTIVITY 1: Show film, "Breathing Easy." Distribute accompanying pamphlet, "As You Live, You Breathe." Discuss.	MATERIALS: Film: "Breathing Easy" Pamphlet: "As You Live, You Breathe" (American Lung Association)
ACTIVITY 2: Distribute diagrams of the respiratory and circulatory systems. Have students trace an oxygen molecule through respiratory system into the circulatory system.	MATERIALS: "The Respiratory System" (American Lung Association "The Circulatory System" (American Heart Association)
ACTIVITY 3: Procure hog or sheep lungs for use in a classroom demonstration. Let students note the size, shape, color, weight and general appearance. Inflate lungs by blowing air through a straw into bronchial tubes. Discuss what happens. Invite biology teacher or physician to help with lung dissection. Have students observe structures and their relationships.	Materials: hog or sheep lungs from butcher or meat market straws
ACTIVITY 4: Draw graphs showing the relationship between tobacco consumption and cardiorespiratory disease.	TEACHER RESOURCE: "Chart Book on Smoking, Tobacco and Health" (National Clearinghouse for Smoking and Health)
ACTIVITY 5: Invite school nurse or doctor to show slildes or X-rays of damage by lung cancer, emphysema.	

LEARNING ACTITITIES	RESOURCES
ACTIVITY 6: Distribute Worksheet 5, "Chemicals in Tobacco Smoke." Have students research the chemicals, what they are used for, and how they are harmful.	MATERIALS: Worksheet 5, "Chemicals in Tobacco Smoke"
ACTIVITY 7. Examine the filters of cigarettes and pipes which have been smoked. Discuss how the residue seen in the filters is also deposited in the respiratory system.	MATERIALS: filters of cigarettes and pipes
ACTIVITY 8 Ask science teacher for assistance in procuring live insects for an experiment. Soak 2-5 cigarettes in water in a small jar. Observe the water color and smell. Drop 1 or 2 drops of the solution on insects and observe results. Discuss.	MATERIALS: small jar water 2-5 cigarettes dropper live insects
OBJECTIVE: 5. The student will describe decisions that can be made to maintain or restore health.	
ACTIVITY 1: Make a scrapbook, bulletin board or collage depicting ways to keep healthy by cutting pictures, captions and newspaper articles from publications. Label and display. Have each student select one of the activities shown and write a short essay on why he/she would like to make this activity a personal habit.	MATERIALS: magazines newspapers scissors staples/glue paper
ACTIVITY 2: Conduct a poster contest to see who can develop the most original idea or most emphatic approach to convince people not to smoke.	MATERIALS: paper paint crayons markers



CHEMICALS in TOBACCO SMOKE

TAR

NICOTINE

AMMONIA

FORMALDEHYDE

BENZO PYRENE

ARSENIC

CYANIDE

CHEMICAL MAKEUP OF TOBACCO AND TOBACCO SMOKE

TEACHER RESOURCE

Name	Properties
Tar	a dark brownish-black substance obtained by destructive distillation of organic materials (as wood, coal or peat), source of many chemical substances contained in tobacco smoke; a result of combustion.
Nicotine	deadly poison found in tobacco leaves and responsible for some of the harmful effects of smoking.
Ammonia	chemical used in manufacturing fertilizer and explosives; used as a cleaning fluid; component of smelling salts; is irritating to nasal passages, and harmful to the body.
Formaldehyde	powerful gas sometimes used as disinfectant; used in some solutions as a preservative; a colorless poison; has also been used as a surgical and general antiseptic.
Benzo Pyrene	a carcinogen (cancer-causing agent)
Arsenic	extremely poisonous element; used in weed killer and insecticide.
Cyanide	one of the most common deadly poisons known; can cause severe respiratory problems; hydrogen cyanide used in fumigating.

SMOKE FROM THE COMMON CIGARETTE HAS BEEN FOUND THROUGH RESEARCH AND SCIENTIFIC ANALYSIS TO CONTAIN THE ABOVE-MENTIONED CHEMICALS, ALL OF WHICH MAY HAVE BOTH IMMEDIATE AND LONG-RANGE EFFECTS ON THE SMOKER'S HEALTH.

GRADE 5 CONCEPT IV

CONCEPT: The tobacco industry has considerable impact on the economy of the U.S.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will explore the history of tobacco production and use in the U.S. 2. The student will identify the tobacco-producing states. 3. The student will calculate the contribution tobacco makes to the U.S. economy. 4. The student will be able to discuss the economy of the tobacco industry.	
ACTIVITY 1: Divide the class into four research groups. Have the groups work on research projects on the following topics: a) History of Tobacco 1) tobacco use among American Indians 2) introduction of tobacco to Spain by Columbus 3) successful manufacturing of tobacco in Colonies 4) relationship of slave trade to tobacco industry b) Modern Tobacco Industry 1) in Southern States 2) in Atlantic Costal States c) Ecomonic Impact of Tobacco Industry 1) products 2) factories 3) taxes 4) workers d) Opposition to Tobacco Industry or Smoking 1) King James I 2) Amarath IV of Turkey 3) Michael III of Russia 4) Modern Day Activities a) Seventh Day Adventists b) Mormons c) Christian Scientists Have groups present their information in exhibits, posters, drawings, collages, magazine articles or oral reports.	RESOURCES: librarian library skills

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 1: (cont'd) Discuss. (Note: This activity provides an opportunity for the teacher and librarian to introduce students to library research skills. It should be planned carefully by both teacher and librarian.) ACTIVITY 2: Make an outline map of the U.S. Identify areas and states where tobacco is grown and where tobacco products are a major industry.	
OBJECTIVES: 5. The student will identify the conflicts between the tobacco industry and health experts. 6. The student will gather and present information on the expenditures for tobacco product advertising compared to the expenditures to discourage smoking. ACTIVITY 1: Write to tobacco companies requesting information on tobacco, posters and the "Tobacco Observer" newsletter. Write to the U.S. Department of Health, Education and Welfare for information on smoking, and the Department of Agriculture about tobacco production. Compare and contrast the information received. Addresses: U.S. Dept. of Agriculture, Washington, D.C. 20250; U.S. Dept. HEW, Office of Smoking and Health, 5600 Fishers Lane, Rockville, MD 20857 ACTIVITY 2: Debate the opposing points of view of the tobacco industry and of health agencies regarding the hazards of smoking. ACTIVITY 3: Research the amount of money spent on tobacco, in subsidies and on advertising and compare to that spent on education by government and voluntary agencies. Graph results.	RESOURCE: Address for ordering "The Tobacco Observer": The Tobacco Institute 1776 K Street, N.W. Washington, D.C. 20006

GRADE 5 CONCEPT V

CONCEPT: The decision to smoke is largely determined by psychological and sociological factors.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will analyze the social and psychological influences that motivate young people to begin smoking. 2. The student will be able to explain why smoking is habit-forming. 3. The student will evaluate the psychology of advertising in relation to smoking.	
ACTIVITY 1: Show film, "The Huffless, Puffless Dragon." Discuss.	MATERIALS: Film: "The Huffless, Puffless Dragon" (American Cancer Society)
ACTIVITY 2: Have students develop a survey for junior and senior high students about their attitudes concerning smoking. Include: a) why they smoke b) how much and how often they smoke c) whether their parents know and consent d) whether they think it is harmful e) whether they plan to be smoking 5 years from now. f) whether they approve of young people smoking g) whether they think they can quit smoking h) whether they tried to quit smoking i) whether they wish they never started j) what they would tell a younger brother or sister about smoking Tabulate results, graph and draw conclusions. Have students react to survey by completing "I learned that ..." and "I feel that ..."	MATERIALS: survey
ACTIVITY 3: Using the responses from the survey to the question "Why do you smoke?" have class "value vote" on which reasons they feel are the most difficult for people to deal with.	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 3: (cont'd) (If you believe the list is incomplete, have class brainstorm other reasons why people smoke.) Those students who: a) strongly agree - thumbs up and shake their thumbs b) mildly agree - thumbs up c) mildly disagree - thumbs down d) strongly disagree - thumbs down and shake their thumbs e) do not want to comment - fold arms across their chests ACTIVITY 4: Brainstorm the various habits people have. List on chalkboard. Discuss how habits are established and why they may be difficult to change. Then discuss how smoking can become a habit.	
ACTIVITY 5: Collect advertisements that show people using tobacco (pipe, cigar, cigarette and chewing tobacco). Tape or glue each advertisement to a piece of construction paper. Have students pantomime the advertisement. Who does it appeal to? How does it attract your attention? Have students complete the following unfinished sentences: a) I feel that ... b) The advertisements try to ... c) I wish that ... d) If I could do something about tobacco advertising, I would ...	MATERIALS: magazines newspapers scissors construction paper tape/glue
ACTIVITY 6: Have students develop an anti-smoking compaign using as many types of media as possible to disperse the information. Examples: newspapers, debates, buttons posters, cartoons, bumper stickers filmstrips, plays, t-shirts	

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 4. The student will judge when it is appropriate to conform or not to conform to the influences of society. 5. The student will practice handling situations in which a decision is made that conflicts with his/her personal judgement. 6. The student will show respect for the attitudes and beliefs of other people.	
ACTIVITY 1: Have students interview their friends, family, and neighbors about their attitudes about smoking and how they deal with other smokers and nonsmokers, using Questionnaire on next page. Ask each student to interview at least two smokers and two nonsmokers. Chart or graph the results and discuss.	MATERIALS: Questionnaire
ACTIVITY 2: Ask students to list places where smoking is prohibited. Debate pros and cons of extending restrictions to other places.	RESOURCE: Your local Lung Association can provide information on places where smoking is prohibited and proposed legislation for extending restrictions to other places.
ACTIVITY 3: Have students brainstorm the kinds of situations in which smokers and nonsmokers can get into conflicts. List these on the chalkboard.	
ACTIVITY 4: Develop several of the situations from Activity 3 into role-play scenarios for the students. Examples: a) How to refuse a cigarette from your friends b) How some people are persuaded by their friends to smoke c) How a nonsmoker politely asks a smoker not to light up	MATERIALS: Pamphlet: "Smokers and Nonsmokers" (American Lung Association)

LEARNING ACTIVITIES	RESOURCE
ACTIVITY 5: Have students draw or make skits about smokers and nonsmokers: a) in the streets b) in a restaurant c) near a school d) in a car e) other	

QUESTIONNAIRE

For Smokers:

1. Why do you smoke?
2. How did you feel the first time you smoked?
3. Why do you continue to smoke?
4. Would you like to stop smoking?
5. Do you resent being asked not to smoke?
6. How do you prefer being asked not to smoke?

For Nonsmokers:

1. Why don't you smoke?
2. Did you every smoke?
3. How did you stop smoking?
4. How do you feel about smokers?
5. Do you ask smokers not to smoke around you?
6. How do you ask?

AMERICAN CANCER SOCIETY, COUNTY UNIT OFFICES

DIVISION/UNIT	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society New York State Division, Inc.	6725 Lyons Street P.O. Box 7 East Syracuse, NY 13057	315: 437-7025	
American Cancer Society Albany County Unit	747 Madison Avenue Albany, NY 12208	518: 449-8722 (8723)	Albany
American Cancer Society Allegany County Unit	46 Martin Street Wellsville, NY 14895	716: 593-5111	Allegany
American Cancer Society Broome County Unit	216 Court Street Binghamton, NY 13905	607: 722-6471	Broome
American Cancer Society Cattaraugus County Unit	420 West State Street Olean, NY 14760	716: 372-1030	Cattaraugus
American Cancer Society Cayuga County Unit	232 West Genesee Street Auburn, NY 13021	315: 253-9812	Cayuga
American Cancer Society Chautauqua County Unit	111 West Second Street Room 260 Jamestown, NY 14701	716: 487-1129	Chautauqua
American Cancer Society Chemung County Unit	627 West Church Street Elmira, NY 14901	607: 734-1552	Chemung
American Cancer Society Chenango County Unit	5 West Main Street Norwich, NY 13815	607: 334-4113	Chenango
American Cancer Society Clinton County Unit	203 Margaret Street Street Plattsburgh, NY 12901	518: 563-4271	Clinton
American Cancer Society Columbia County Unit	728 Warren Street Hudson, NY 12534	518: 828-1984	Columbia
American Cancer Society Cortland County Unit	4 West Court Street Cortland, NY 13045	607: 756-2277	Cortland
American Cancer Society Delaware County Unit	Box 176 Walton Building 1 Bridge Street Walton, NY 13856	607: 865-6561	Delaware

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DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Dutchess County Unit	Hope Lodge Vassar Brothers Hospital Reads Place Poughkeepsie, NY 12061	914: 452-2635	Dutchess
American Cancer Society Erie County Unit	330 Statler-Hilton Buffalo, NY 14202	716: 856-1625	Erie
American Cancer Society Essex County Unit	Water Street Elixabethtown, NY 12932	518: 873-9884	Essex
American Cancer Society Franklin County Unit	88 Main Street Saranac Lake, NY 12983	518: 891-2860	Franklin
American Cancer Society Fulton County Unit	25 Bleecker Street Gloversville, NY 12078	518: 725-3518	Fulton
American Cancer Society Genesee County Unit	103 State Street Batavia, NY 14020	716: 343-1454	Genesee
American Cancer Society Greene County Unit	375 Main Street Catskill, NY 12414	518: 943-3280	Greene
American Cancer Society Hamilton County Unit	P.O. Box 24 Hoffmeister, NY 13353	315: 826-7125	Hamilton
American Cancer Society Herkimer County Unit	125 Mary Street Herkimer, NY 13350	315: 866-3630	Herkimer
American Cancer Society Jefferson County Unit	104 Paddock Street Watertown, NY 13601	315: 788-4210	Jefferson
American Cancer Society Lewis County Unit	5611 Division Street Lowville, NY 13367	315: 376-7438	Lewis
American Cancer Society Livingston County Unit	23 Main Street Geneseo, NY 14454	716: 243-3415	Livingston
American Cancer Society Madison County Unit	East Seneca Avenue Route #5 at Willow Road Canastota, NY 13032	315: 697-2976	Madison
American Cancer Society Monroe County Unit	8 Prince Street Rochester, NY 14607	716: 461-3800	Monroe
American Cancer Society Montgomery County Unit	128 Market Street Amsterdam, NY 12010	518: 842-5580	Montgomery

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Niagara County Unit	2103 Main Street Bridge Station P.O. Box 314 Niagara Falls, NY 14305	716: 284-4084	Niagara
American Cancer Society Oneida County Unit	1900 Genesee Street Utica, NY 13502	315: 724-4175	Oneida
American Cancer Society Onondaga County Unit	1010 James Street Syracuse, NY 13203	315: 474-2757	Onondaga
American Cancer Society Ontario County Unit	343 North Main Street P.O. Box 208 Canandaigua, NY 14424	315: 394-4422	Ontario
American Cancer Society Orange County Unit	11-15 King Street Middletown, NY 10940	914: 343-5612	Orange
American Cancer Society Orleans County Unit	111 North Main Street Albion, NY 14411	716: 589-7808	Orleans
American Cancer Society Oswego County Unit	184 West First Street Oswego, NY 13126	315: 343-1421	Oswego
American Cancer Society Otsego County Unit	444 Main Street Oneonta, NY 13820	607: 432-3990	Otsego
American Cancer Society Putnam County Unit	64 Gleneida Avenue Room 209 Carmel, NY 10512	914: 225-2334	Putnam
American Cancer Society Rensselaer County Unit	24 Second Street Troy, NY 12180	518: 274-5303	Rensselaer
American Cancer Society Rockland County Unit	39 South Main New City, NY 10956	914: 634-7966	Rockland
American Cancer Society St. Lawrence County Unit	9 Hammond Drive P.O. Box 124 Canton, NY 13617	315: 386-8249	St. Lawrence
American Cancer Society Saratoga County Unit	376 Broadway - Office #2 Saratoga Springs, NY 12866	518: 584-2602 885-1613	Saratoga
American Cancer Society Schenectady County Unit	1596 Rugby Road Schenectady, NY 12308	518: 377-2241	Schenectady

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Schoharie County Unit	Corner, Main Street and Rail Road Avenue Middleburgh, NY 12122	518: 827-4651	Schoharie
American Cancer Society Schuyler County Unit	115 West 4th Street Watkins Glen, NY 14891	607: 535-2244	Schuyler
American Cancer Society Seneca County Unit	Box 175 13 East Main Street Waterloo, NY 13265	315: 539-2052	Seneca
American Cancer Society Steuben County Unit	Corner Denison Parkway East and Pearl Street Corning, NY 14830	607: 936-3769	Steuben
American Cancer Society Sullivan County Unit	10 St. John Street Monticello, NY 12701	914: 794-5275	Sullivan
American Cancer Society Tioga County Unit	231 Main Street Owego, NY 13827	607: 687-3280	Tioga
American Cancer Society Tompkins County Unit	225 South Fulton Street Ithaca, NY 14850	607: 273-0430	Tompkins
American Cancer Society Ulster County Unit	400 Broadway Kingston, NY 12401	914: 331-8300	Ulster
American Cancer Society Warren County Unit	380 A Glen Street Sherman Avenue Entrance Glens Falls, NY 12801	518: 792-5358	Warren
American Cancer Society Washington County Unit	221½ Main Street Hudson Falls, NY 12839	518: 747-7916	Washington
American Cancer Society Wayne County Unit	110 Church Street Newark, NY 14513	315: 331-6480	Wayne
American Cancer Society Wyoming County Unit	60 North Main Street Warsaw, NY 14569	716: 796-5667	Wyoming
American Cancer Society Yates County Unit	P.O. Box 113 1 Madison Lane Penn Yan, NY 14527	315: 536-6955	Yates
American Cancer Society New York City Division, Inc.	19 West 56th Street New York, NY 10019	212: 586-8700	

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Brooklyn Unit	141 Livingston Street Brooklyn, NY 11201	212: 237-7850	Kings
American Cancer Society Bronx Unit	19 West 56th Street New York, NY 10019	212: 586-8700	Bronx
American Cancer Society Staten Island Unit	100 New Dorp Plaza Staten Island, NY 10306	212: 987-8871	Richmond
American Cancer Society Queens Division	111-15 Queens Boulevard Forest Hills, NY 11375	212: 263-2224	Queens
American Cancer Society Westchester Division	246 North Central Avenue Hartsdale, NY 10530	914: 949-4800	Westchester

NEW YORK STATE OFFICES OF THE AMERICAN HEART ASSOCIATION

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Broome County Chapter, Inc.	8 Riverside Drive Binghamton, NY 13905	607: 723-0208	Broome
American Heart Association Central New York Chapter, Inc.	1024 Park Avenue Utica, NY 13501	315: 797-8906	Chenango Delaware Hamilton Herkimer Madison Oneida Otsego
American Heart Association Dutchess County Chapter, Inc.	31 Haight Avenue Poughkeepsie, NY 12603	914: 454-4310	Dutchess
American Heart Association Finger Lakes Chapter, Inc.	191 Parrish Street Canandaigua, NY 14424	716: 394-1240	Livingston Ontario Seneca
	Maxwell Hall Clifton Springs, NY 14432	716: 462-9062	Wayne Yates
American Heart Association Genessee Valley Chapter, Inc.	797 Elmwood Avenue Rochester, NY 14620	716: 461-5590 (93)	Monroe
	414 West Avenue Medina, NY 14103	716: 798-4725	Orleans

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Mid-Hudson Chapter, Inc.	75 Lucas Avenue Kingston, NY 12401	914: 338-8517	Columbia Greene Ulster
American Heart Association Nassau, New York Chapter, Inc.	365 Willis Avenue Mineola, NY 11501	516: 741-5522	Nassau
American Heart Association Northeastern New York Chapter, Inc.	29 East Main Street Amsterdam, NY 12010	518: 843-3666	Albany Clinton Essex
	16 East Fulton Street Gloversville, NY 12078	518: 725-5111	Fulton Montgomery Rensselear
	68 Pearl Street Hudson Falls, NY 12839	518: 747-0493	Saratoga Schenectady Schoharie
	257 Osborne Road Loudonville, NY 12211	518: 459-5880	Warren Washington
	62 Brinkerhoff Street Plattsburgh, NY 12901	518: 561-3326	
American Heart Association Northern New York Chapter, Inc.	1402 Washington Street Watertown, NY 13601	315: 782-1791	Oswego Jefferson Lewis St. Lawrence Franklin
American Heart Association Orange-Sullivan, New York Chapter, Inc.	469 Broadway Newburgh, NY 12550	914: 561-2950	Orange Sullivan
American Heart Association Rockland Division New York State Affiliate, Inc.	39 South Main Street New City, NY 10956	914: 634-4987	Rockland
New York Heart Association	205 East 42nd Street New York, NY 10017	212: 661-5335	5 boroughs of New York City
American Heart Association New York State Affiliate, Inc.	214 South Warren Street Syracuse, NY 13202	315: 478-6681	All New York State Counties excluding 5 boroughs of New York City

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Southern Tier, New York Chapter, Inc.	530 West Church Street Elmira, NY 14905	607: 734-2939	Chemung Schuyler Steuben Tioga Tompkins
American Heart Association Southwestern New York Chapter, Inc.	812 Hotel Jamestown Building Jamestown, NY 14701	716: 483-1509	Allegany Cattaraugus Chautauqua
American Heart Association Suffolk Chapter, Inc.	127 Atlantic Avenue Blue Point, NY 11715	516: 363-6200	Suffolk
American Heart Association Upstate New York Chapter, Inc.	63 Genesee Street Auburn, NY 13021	315: 253-4328	Cayuga
	22 Tompkins Street Cortland, NY 13015	607: 753-3259	Cortland
	1212 James Street Syracuse, NY 13203	315: 476-5381	Onondaga
Westchester Heart Association, Inc.	15 Rye Ridge Plaza Port Chester, NY 10573	914: 937-6601	Putnam Westchester
American Heart Association Western New York Chapter, Inc.	255 Statler-Hilton Hotel Buffalo, NY 14202	716: 853-5356	Erie Genesee Niagara Wyoming

AMERICAN LUNG ASSOCIATIONS

AFFILIATE NAME	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Lung Association of Central New York	P.O. Box 6409 Syracuse, NY 13217	315: 422-6142	Cortland, Franklin, Jefferson, Lewis, Onondaga, Oswego, St. Lawrence, Tompkins
American Lung Association of the Finger Lakes Region	410 East Henrietta Road Rochester	716: 442-4260	Cayuga, Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Yates, Chemung, Steuben, Schuyler

AFFILIATE NAME	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Lung Association of the Hudson Valle,	35 Orchard Street White Plains, NY 10603	914: 949-2150	Orange, Putnam, Rockland, Westchester, Greene, Ulster, Sullivan
American Lung Association of Mid-New York	23 South Street Utica, NY 13501	315: 735-9225	Broome, Chenango, Delaware, Fulton, Hamilton, Herkimer, Madison, Oneida, Otsego, Tioga
American Lung Association of Nassau-Suffolk	405 Ostrander Avenue Riverhead, NY 11901	516: 727-2155	Nassau and Suffolk
American Lung Association of Western New York	766 Ellicott Street Buffalo, NYL 14203	716: 886-4655	Allegany, Cattaraugus Chautauqua, Erie Genesee, Niagara, Wyoming
American Lung Association of New York State Adirondack Branch	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	Clinton, Essex, Warren, Washington
Capital District Branch			Albany, Rensselaer
American Lung Association of New York State Dutchess-Columbia Branch	246 Church St. Poughkeepsie, NY 12061	914: 452-0160	Columbia, Dutchess
American Lung Association Of New York State Eastern Mohawk Branch	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	Schenectady, Schoharie, Saratoga, Montgomery
CONSTITUENTS:			
American Lung Association of New York State	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	
Brooklyn TB and Lung Association	293 Schermerhorn Street Brooklyn, NY 11217	212: 624-8531	Kings
New York Lung Association	22 East 40th Street New York, NY 10016	212: 889-3370	Bronx, New York, Richmond
Queensboro Lung Association	159-29 90th Avenue Jamaica, NY 11432	212: 526-2557	Queens